



**N** ICMEE

# Community

## Activity **PACKET**



**2nd – 3rd**

Summer Packet #3 • Theme: Community

# International Consortium for Multilingual Excellence in Education



June 10, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance.

With this letter, is an “Activity Packet” that can be used freely with any group of students or families. We designed these packets with three grade bands (K-1, 2-3, and 4-5) and English Language Development Levels 1 and 2 in mind. Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors can be used, but do not have to be.

We also have included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student and family. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, Arabic, Somali and Vietnamese (all included). However, due to our limited resources and desire to be quickly responsive, we have mostly used online translating services for this work and recommend that you use your own translating services to ensure you are happy with the quality of the translations (an English version of the parent letter is included) and then also translate the letter into any other language that would be helpful for your district.

Designing Activity Packets is new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at:

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# International Consortium for Multilingual Excellence in Education



<https://cehs.unl.edu/icmee/>. We will be offering free professional learning opportunities this summer for teachers to think forward about and prepare for the upcoming school year and its uncertainties in this COVID-19 era. Specifically we are designing four modules that will take ~3 hours each to complete across a one-week timespan. The four topics of the four modules are: *assessment, teaching and learning, classroom communities and working with families*. Each of the four modules are being designed to help teachers think through what they have learned and experienced during the COVID-19 crisis and how they can best plan and prepare for future uncertainties while keeping health and wellness as well as great learning at the forefront of their practice. The four modules will each be offered three times. Teachers can take more than one module at a time, or they can spread their participation out across the three weeks they will be offered. The modules require asynchronous work online and end with a culminating webinar on the Friday of the week offered. Certificates of completion documenting 3 hours of professional learning will be available to all teachers who complete the module and request the certificate. We recommend groups of teachers taking the modules together as professional learning communities to foster strong reflection, learning and planning opportunities. Each of the four modules will be offered during the following weeks:

- June 15<sup>th</sup>
- July 13<sup>th</sup>
- August 3<sup>rd</sup>

Please visit our website for more information on registration (should be available soon) and to see the other free professional learning opportunities we offer for teachers.

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at [icmee@unl.edu](mailto:icmee@unl.edu).

Sincerely,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education

This Activity Packet was designed and created by:

Tianna Bankhead, Molly Heeren, Jessica Spencer, Samantha Stuefer, Alexa Yunes

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# International Consortium for Multilingual Excellence in Education



June 18, 2020

Dear Parent or Guardian:

During this global pandemic, we have created some learning materials that we hope will be helpful for your student to engage with. This Activity Packet was designed with your student in mind and is aligned with their grade level content. Each activity in this packet will help them continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your student ask you about the topics they are engaging with. The packet is in English, but we encourage you and your student to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student as supporting their learning in all the languages they know is helpful—even for their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information below about the packet and activities in it and then discussing with your student how the packet works and how they can make their way through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this stressful time. We are hoping that this is a helpful resource so your student can continue learning important things while at home.

We also tried to make the packets interesting and fun. We hope that your student will enjoy the packets and feel like they are doing productive play. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. And we have written the packets and activities so a student at the early stages of English proficiency should be able to enjoy the packets and be successful without too much challenge.

In this packet, we have included the following activities:

- Create a Buddy. This is the first activity in the packet and is intended to help your student have someone to talk to about the work they are doing in the packet. We have included images of potential “buddies” that your student can choose from. We suggest they choose a buddy and add features and color to the buddy however they would like. They should also name their buddy. Throughout the packet activities, your student will be told to talk to their buddy or even to ask their buddy questions. This buddy is so your student can work independently without needing your time and attention to be successful with the packet. But we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer. But they should plan for who their buddy will be each time they work on the packet (one of our buddies, someone in your family/home, a doll they already have, etc.). This might be something they will need your help understanding.

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Each day students have a short prompt that they can respond to. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal prompts will also be points of conversation for your student with their buddy.
- This packet theme is Community. You will be working on water conservation, clouds and storm safety. There will be activities provided to help you know how to save water and stay safe during a storm. The math part of the activities will focus on know how to measure objects and liquids. It will also have a short activity on telling time on an analog clock. Please remember this packet is to continue to support learning. This is not a tool for frustration. Please have fun while working on the activities!

We hope that these activities will enhance your child's learning while they are currently unable to attend school. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at [icmee@unl.edu](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
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# International Consortium for Multilingual Excellence in Education



18 de junio de 2020

Estimados padres/madres o tutores legales:

Durante esta pandemia global, hemos creado algunos materiales de aprendizaje que esperamos que sean útiles para su estudiante. Este paquete de actividades se diseñó teniendo en cuenta el nivel de su estudiante y está alineado con el contenido de su grado. Cada actividad en este paquete le ayudará a continuar con su escolarización, así como, seguir desarrollando su multilingüismo. Le animamos a que hable con su estudiante sobre las actividades que está realizando y deje que le haga preguntas sobre los temas que le interesan. Aunque, el paquete está en inglés, les proponemos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use con su estudiante el idioma con el que se sienta más cómodo, ya que, usar cualquiera de los idiomas que el estudiante conoce le ayudará en su aprendizaje -¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer las actividades del paquete en el idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que, le recomendamos que adapte el paquete de actividades con su estudiante, acorde a lo que le funcione mejor a usted. Le recomendamos que lea la información que está a continuación sobre el paquete y las actividades que contiene y después, analice con su estudiante cómo funciona el paquete y cómo pueden abrirse paso a través de este. Creemos que, con la introducción que encontrará abajo, su estudiante podrá hacer muchas actividades, si no todas, por sí mismo. Sin embargo, si el estudiante tuviera la oportunidad de trabajar más estrechamente con usted (o un hermano u otro miembro de la familia), lo animamos a que trabajen juntos. Por favor, tenga en cuenta que este paquete no pretende ser algo que añada más estrés o una mayor carga de trabajo para su familia en estos momentos estresantes. Simplemente, esperamos que esto sea un recurso útil para que su estudiante pueda continuar su aprendizaje mientras esté en casa.

Intentamos crear paquetes que fuesen interesantes y divertidos. Esperamos que su estudiante disfrute los paquetes y sienta que está haciendo algo productivo mientras juega. Hemos incluido actividades que forman parte del contenido de todos los estándares fundamentales de su grado: artes del lenguaje en inglés, matemáticas, estudios sociales, ciencias, educación física y arte. Además, hemos escrito los paquetes y las actividades, de manera que un estudiante cuyo dominio del inglés se encuentre aún en sus primeras etapas, pueda disfrutar de los mismos sin problemas y con éxito.

En este paquete, hemos incluido las siguientes actividades:

- Crea un amigo. Esta es la primera actividad del paquete y está diseñada para ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está realizando. Hemos incluido imágenes de posibles "amigos" para que su estudiante elija. Sugerimos que elijan un amigo y le agregue diferentes colores y características, como quieran. Además, deberían ponerle un nombre a su amigo. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Este amigo es para que su estudiante pueda trabajar de forma independiente, sin necesidad de su tiempo y atención, así puede completar el paquete sin tener que pedirle ayuda. No obstante, animamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Incluso, su estudiante podría elegir como amigo a un peluche, una muñeca o algo más, no necesita usar

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uno de los amigos que ofrecemos. Sin embargo, su estudiante debe pensar quién será su amigo cada vez que trabaje en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). La elección de su amigo podría ser algo en la que su estudiante pueda necesitar su ayuda.

-Diccionario- esperamos que cada día su estudiante encuentre palabras que le resulten interesantes y quiera recordar. Al final del paquete, hay varias páginas para que su estudiante cree su propio diccionario. Así que, le animamos a que las use para que su estudiante pueda llevar un seguimiento de todas las palabras que le gusten o le parezcan interesantes. Además, alentamos a su estudiante a que use el idioma que prefiera para escribir esas palabras y también, dibujos, así le será más fácil recordar el significado de estas.

-Diario. Cada día, su estudiante tendrá un tema sobre el que tendrá que escribir. Animamos a su estudiante a escribir en el idioma que desee (o una combinación de idiomas), incluso pudiendo usar dibujos. Esperamos que estos temas de escritura sean puntos de conversación entre su estudiante y su amigo.

-Este paquete es sobre la comunidad. Los estudiantes trabajarán sobre la eficiencia hídrica, las nubes y la seguridad durante las tormentas. Habrá actividades que ayudarán al estudiante a aprender cómo ahorrar agua y a estar a salvos durante una tormenta. La parte de matemáticas se centrará en saber cómo se miden los objetos y los líquidos y, además, encontrarán una pequeña actividad sobre cómo decir la hora con un reloj analógico. Por favor, recuerde que este paquete es sólo un apoyo de aprendizaje, no es una herramienta para que usted se frustre, así que, diviértase mientras hagan las actividades.

Esperamos que estas actividades contribuyan al aprendizaje de su hijo/a mientras no pueda asistir a la escuela. Además, esperamos que le proporcionen a su hijo/a oportunidades de juego productivo. Si tiene alguna duda, pregunta o inquietud acerca de estos paquetes, no dude en comunicarse con nuestro proyecto enviando un correo electrónico a [icmee@unl.edu](mailto:icmee@unl.edu) o llamando al departamento de Teaching, Learning, and Teacher Education al 402-472-2231.

Atentamente,

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# International Consortium for Multilingual Excellence in Education



2020年4月22日

亲爱的家长或监护人：

在新冠全球性大流行期间，我们创建了一些学习资料，希望对您的学生开展学习有所帮助。本活动包的设计充分考虑了您的学生，并与他们所处年级课程内容保持一致。此活动包中的每项活动都将帮助他们继续学习，并继续发展他们的多种语言能力。我们鼓励您与学生谈论他们在做什么，并让他们向您询问他们正在接触的主题。活动包里的资料是用英语写的，但是我们鼓励您和您的学生用您想要用的任何语言一起说和思考。我们强烈建议您使用最适合与您的学生一起使用的语言，因为用他们所知道的所有语言辅助他们学习是非常有效的，对学习英语也是如此！因此，请鼓励您的学生用他们希望使用的任何语言完成活动包中的各项活动。

我们知道，许多家庭现在正承受着巨大的压力和不确定性，因此我们鼓励您根据最适合自己的方式扮演您想与学生一起扮演的活动包中的角色。我们建议阅读以下有关活动包及其活动的信息，然后与您的学生讨论如何使用活动包以及如何让他们从这个过程中获益。我们相信，通过您的介绍，您的学生可以独立完成很多（即使不是全部）活动包中的任务。但是，如果您（或者兄弟姐妹或其他家庭成员）可以与您的学生更加紧密地合作完成，我们也鼓励您这样做。望悉知，这并不是要在这个紧张的时期给您的家庭增加压力和工作。我们希望这份活动包能成为有用的资源，以便您的学生可以在家中继续学习重要的东西。

同时，我们努力让这一系列的活动包变得有趣。我们希望您的学生会喜欢这些活动包，并觉得他们在做富有成效的游戏。我们整合了符合所有年级各科目标准的活动：英语语言艺术，数学，社会研究，科学，体育和艺术。并且，我们精心编写了所有的活动，因此，即便是英语熟练程度有所欠缺的学生们也能够享受这些活动包并在没有太多挑战的情况下取得成功。

在此活动包中，我们囊括了以下活动：

- 建立好友。这是活动包中的第一个活动，旨在帮助您的学生找到可以谈论分享他们在活动包中所完成的活动的对象。我们为您的学生提供了可以选择的潜在“伙伴”图像。我们建议他们选择一个伙伴，并根据需要向该伙伴添加功能和上色。他们还可以为伙伴取名。在这一系列活动中，您的学生将被告知他们需要与伙伴交谈，甚至向伙伴提问。这个伙伴使您的学生可以独立完成任务，所以无需花费您的时间和精力就可以很好地使用活动包。但如果允许的话，我们也鼓励您的学生与您或其他家庭成员交流。此外，您的学生可以选择一个毛绒动物，玩偶或其他东西作为伙伴。他们不必使用我们提供的任何一个伙伴。但是，他们应当为每次使用活动包时指定一位伙伴（我们提供一个伙伴，您的家人/家中的某人，或者他们已经有的洋娃娃等）。他们可能需要您的帮助来理解这一点。

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- 字典。我们希望您的学生每天都能与他们感兴趣的单词互动，并希望对其进行记录。活动包最后的几页可供您的学生创造并保存自己的字典。我们鼓励学生使用这些页面来查找自己喜欢或感兴趣的单词。我们还鼓励学生使用他们想要的任何语言以及图片来帮助他们记住单词的含义。
- 日志。每天，学生根据简短的一段提示，他们可以做出回应。应当鼓励学生用他们最喜欢的最倾向使用任何一种语言（或多种语言的组合）进行日志写作。他们还可以根据需要使用图片。我们希望这些日志提示也将成为您的学生与伙伴对话的要点。
- 此活动包的主题是社区。您将学习节水，乌云和风暴安全等方面。活动包将提供一些活动来帮助您了解如何在暴风雨期间节水并保持安全。活动的教学部分将侧重于如何测量物体和液体，以及在模拟时钟上讲时间的一个短活动。请记住，此活动包是为了继续支持学习，而不是给您带来挫败感。在进行活动时，请尽情玩乐！

我们希望这些活动可以在您的孩子目前无法上学的情况下提升他们的学习能力。我们也希望这些活动包能给您的孩子创造寓教于乐的机会。如果您对 these 活动包有任何疑问或疑虑，请随时通过此邮箱 [icmee@unl.edu](mailto:icmee@unl.edu) 或致电 402-472-2231 与内布拉斯加林肯大学的教学、学习和教师教育系取得联系！

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

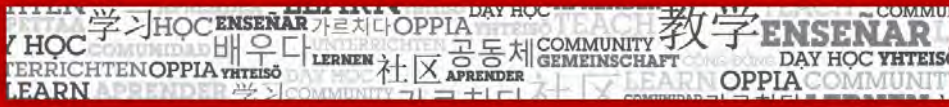
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السادة آباء، أمهات وأوصياء الطلاب،

خلال هذا الوباء العالمي قمنا بتصميم بعض المواد التعليمية التي نأمل أن تكون مفيدة لأبنائكم. وقد تم وضع الطالب في الإعتبار عند تصميم هذه الحزمة من الأنشطة، وهي تتماشى و محتوى صفه الدراسي. كل نشاط في هذه الحزمة سيساعد الطلاب على مواصلة دراستهم وكذا الاستمرار في تنمية التعددية اللغوية. نحثكم على التحدث إلى طالبكم/طالبتكم حول ما يشتغلون عليه هنا والسماحهم بطرح الأسئلة حولالمواضيع والتمارين التي يتفاعلون معها. هذهالحزمة باللغة الإنجليزية، ولكننا نشجعك أنت وطالبك على التحدث والتفكير معًا بأي لغة تريدها.. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم الطلاب بجميع اللغات التي يعرفونها يساعدهم كثيرا- حتى في تعلم الإنجليزية! لذا يرجى تشجيع الطلاب على القيام بالواجبات والتمارين التي في الحزمة بأي لغة يرغبون بها.

نحن ندرك جدا أن الأسر تتعامل مع الكثير من التوتر والغموض في الوقت الراهن، لذلك نحثكم على لعب أيدور ترغبون فيه مع الطلاب وحزمة الأنشطة الخاصة بهم وفقا لما يناسبكم. المرجوا قراءة المعلومات أدناه حول الحزمة الأنشطة، ثم مناقشة كيفية عمل هذه الحزمة مع الطلاب وكيف يمكنهم شق طريقهم من خلالها. نعتقد أنه باستخدام هذه المقدمة، يمكن لطلابكم انجاز الكثير، ان لم نقل الكل، بأنفسهم. ومع ذلك، إذا كنتم متواجدين للاشتغال مع الطلاب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة متواجد)، فإننا نشجع ذلك أيضًا. ونحيطكم علما أنالمقصود من هذا ليس هو إضافة مزيد منالإجهاد والعمل على أسرتكم خلال هذا الوقت العصيب. نأمل أن يكون هذا مصدرًا مفيدًا حتى يتمكن الطلاب من مواصلة تعلم أشياء مهمة ومفيدة أثناء مكوثهم في المنزل.

حاولنا أيضًا جعل هذه الحزمة مثيرة للإهتمام وممتعة. نأمل أن يستمتع طلابكم بالحزمة وكأنهم يشاركون في لعب منتج. قمنا بدمجأنشطة من جميع محتويات الصفوف الدراسية: اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، علوم التربية البدنية والفنون. وقد صممت هاته الحزم والأنشطة، لتمكن الطلاب من الإستمتاع بهذه الحزم وانجازها بنجاح دون صعوبة وحتى ان كان الطلاب في مراحلهم الأولى من تعلم الإنجليزية.

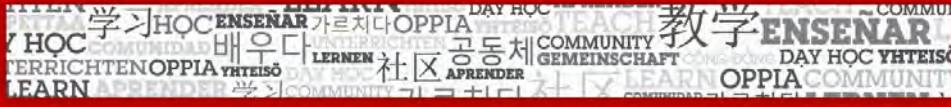
في هذه الحزمة ، قمنا بادراجالأنشطة التالية:

- اختيار وتصميم الصديق الافتراضي: هذا هو النشاط الأول في الحزمة ويهدف مساعدة الطلاب في تصميم صديق افتراضي بهدف محاورته حول تمارين وأشطة الحزمة. لقد قمنا بادراج نماذج من الأصدقاء الافتراضيين في هذه الحزمة كي يختار الطلاب من بينهم. ونقتراح ان يختاروا صديق (ة) الافتراضي وإضافة ملامح وألوان من اختيارهم. كما يجب تسمية هذا/ هذه الصديق (ة) الافتراضي. خلال أنشطة الحزمة سيطلب من الطلاب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه. يكمن دور هذا الصديق في تمكين الطالب من العمل بشكل مستقل دون الحاجة إلى وقتكم كي ينجز الحزمة بنجاح. ولكننا نشجعكم أيضًا الطلاب على التحدث مع أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك ، يمكن للطلاب اختيار لعبة محشو أو دمىة أو أي شيء آخر كصديقافتراضي لهم. واستخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في الحزمة يبقى اختياري. لكن الأهم هو اختيار صديق في كل يعملون على أنشطة الحزمة (قد يكون هذاالصديق فرد من اسرتكم/بيبتكم ، أو دمىة كانت متوفرة في البيت أو ما إلى ذلك. قد يحتاج الطلاب إلى مساعدتكم في فهم هذا الأمر.

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# International Consortium for Multilingual Excellence in Education



- القاموس: نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون تتبعه كل يوم. توجد في نهاية الحزمة صفحات يحتفظ بها الطالب في قاموسه الخاص. نشجع الطلاب على استخدام هذه الصفحات لتتبع الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر ما تعنيه الكلمات
- المذكرة اليومية: كل يوم يكون لدى الطلاب تمرين قصير يمكنهم الرد عليه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضاً استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق الجديد.
- موضوع هذه الحزمة هو المجتمع. ستقوم بالإشغال على مواضيع المحافظة على الماء والسلامة من العواصف. ستساعدك هذه الأنشطة في معرفة كيفية المحافظة على الماء والبقاء آمناً خلال العاصفة. والجزء الخاص بالرياضيات يركز على معرفة كيفية قياس الأشياء/الأجسام والسوائل. كما تحتوي على نشاط قصير حول معرفة الوقت. الرجاء ان تتذكروا ان هدف هذه الحزمة هو مواصلة دعم التعلم. وإنها ليست أداة للإحباط. استمتعوا بالاشتغال على هاته الأنشطة!

نأمل أن تعزز هذه الأنشطة تعلم ابنكم في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة نأمل أيضا ان تقوم هذه الحزم بمنح ابنكم فرصاً للعب المنتج. إذا كان لديكم أي أسئلة أو استفسارات حول هذه الحزم التعليمية فلا تترددوا في الاتصال بمشروعنا على [icmee@unl.edu](mailto:icmee@unl.edu) أو بالاتصال بشعبة التدريس والتعلم وتعليم المعلمين على

2231-472-402

مع خالص التحيات

*Kara Viesca*

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education

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## Instructions Key



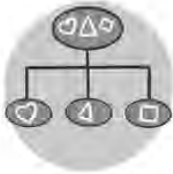
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



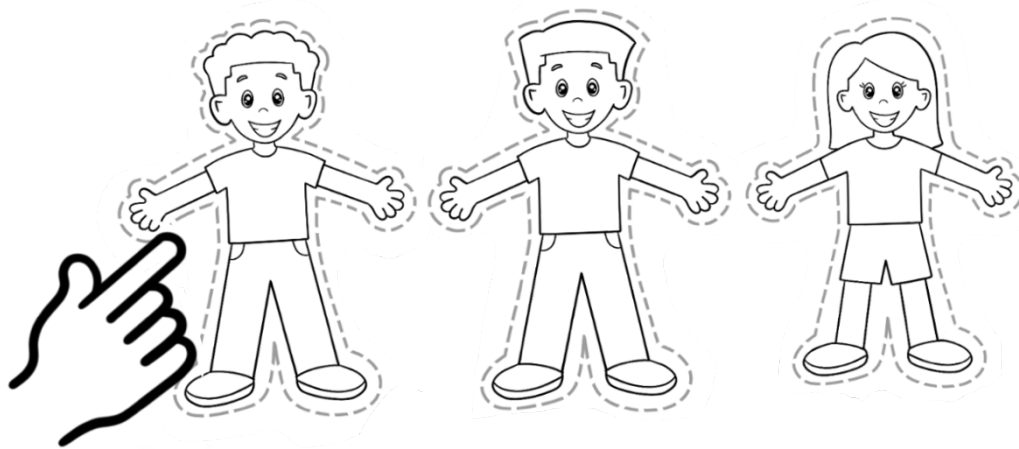
**N** ICMEE

# Day 1

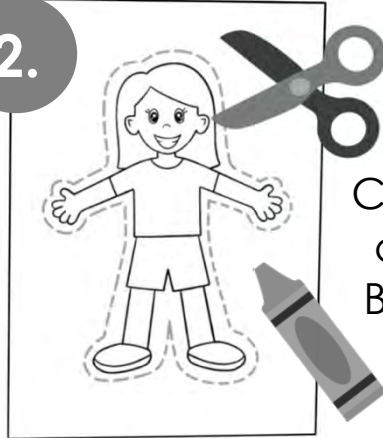


# My Buddy

1. Choose a Buddy

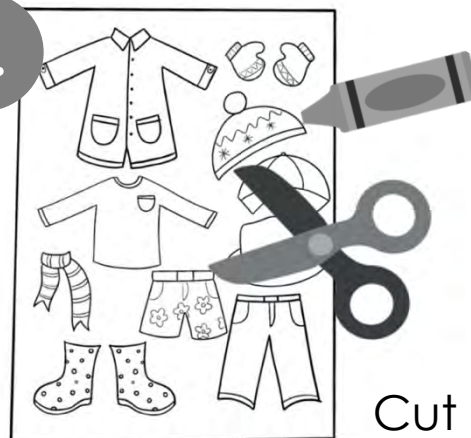


2.



Cut out and color your Buddy and give it a name!

3.

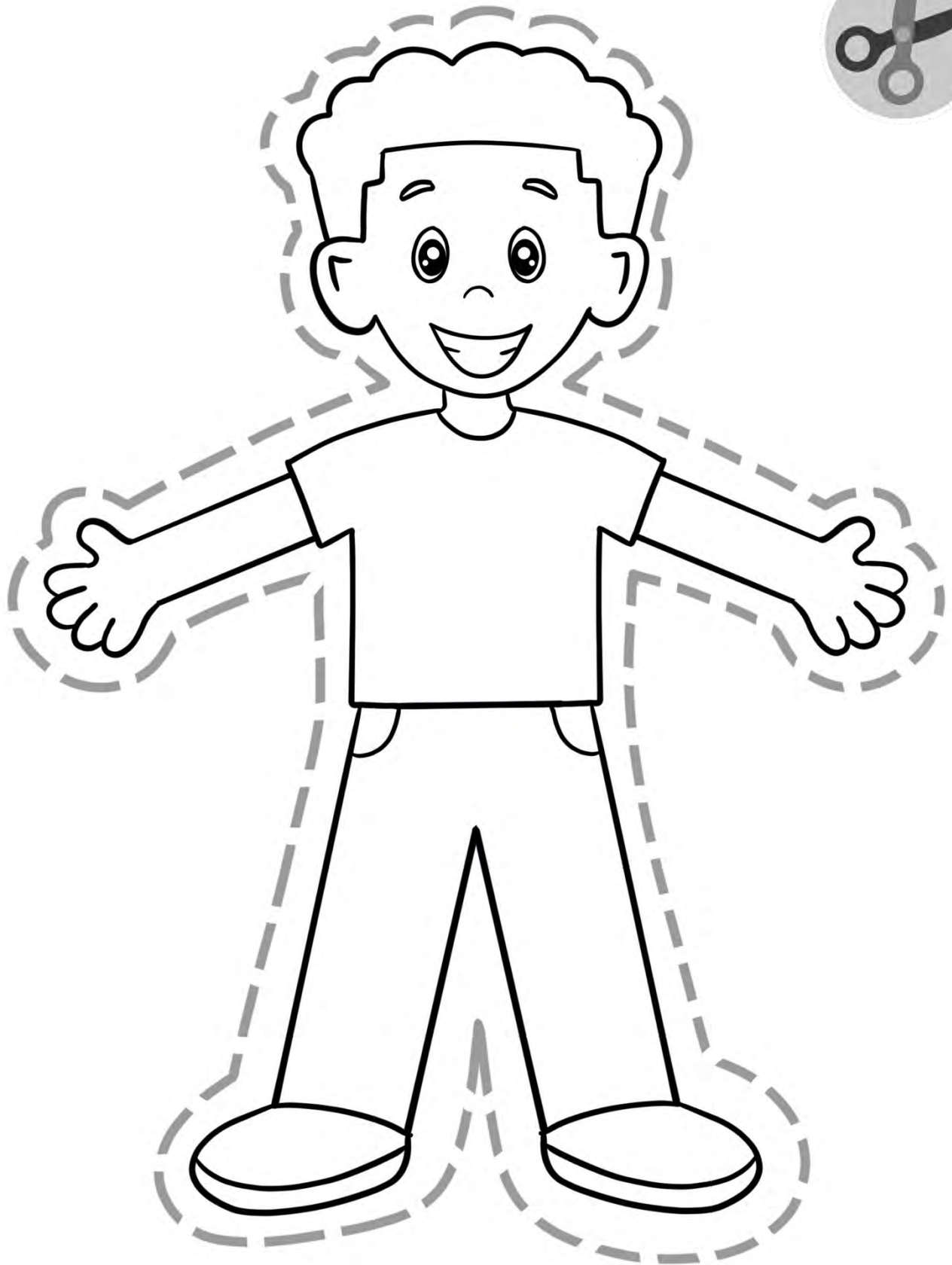


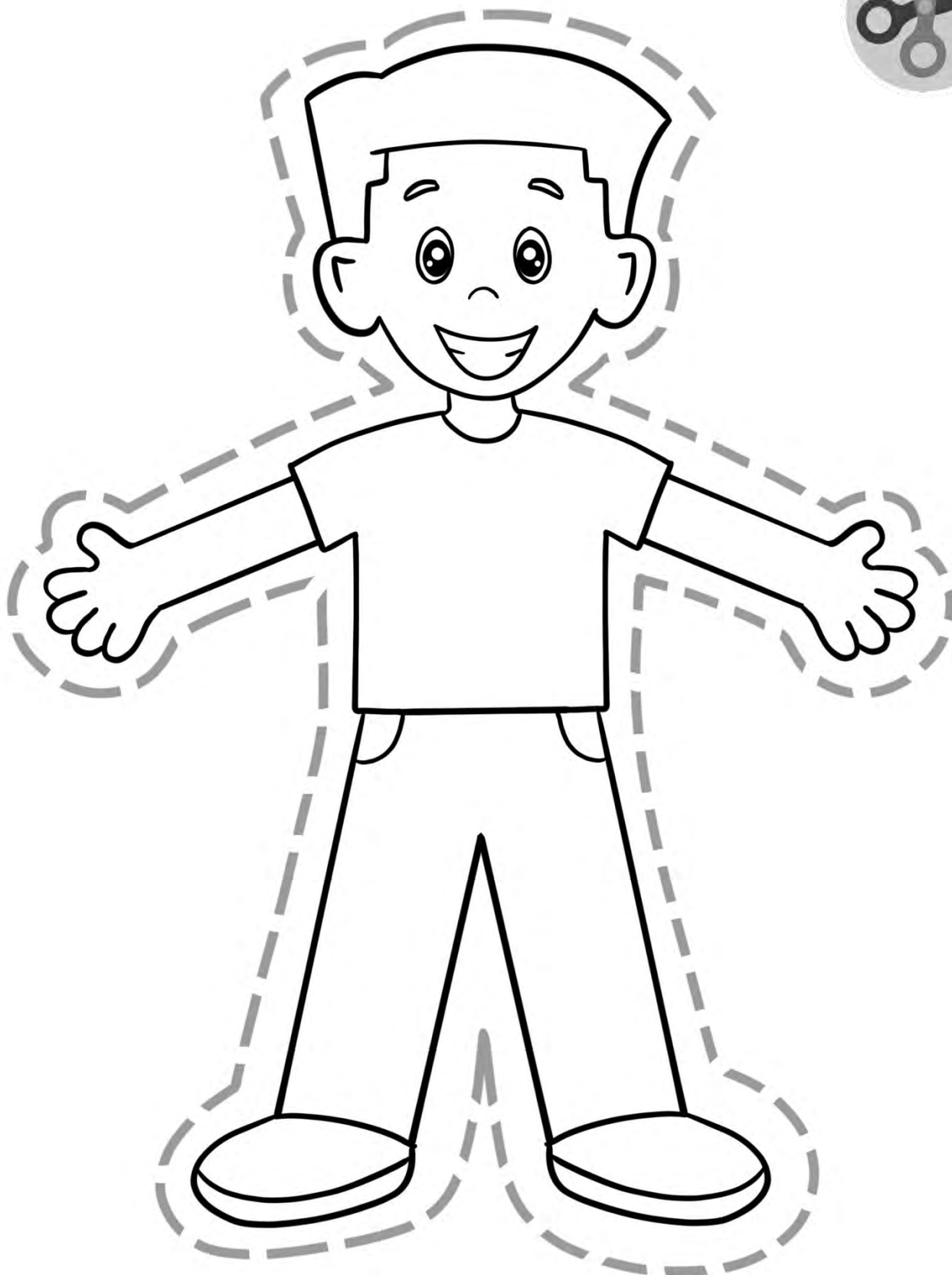
Cut out and color the accessories

4.

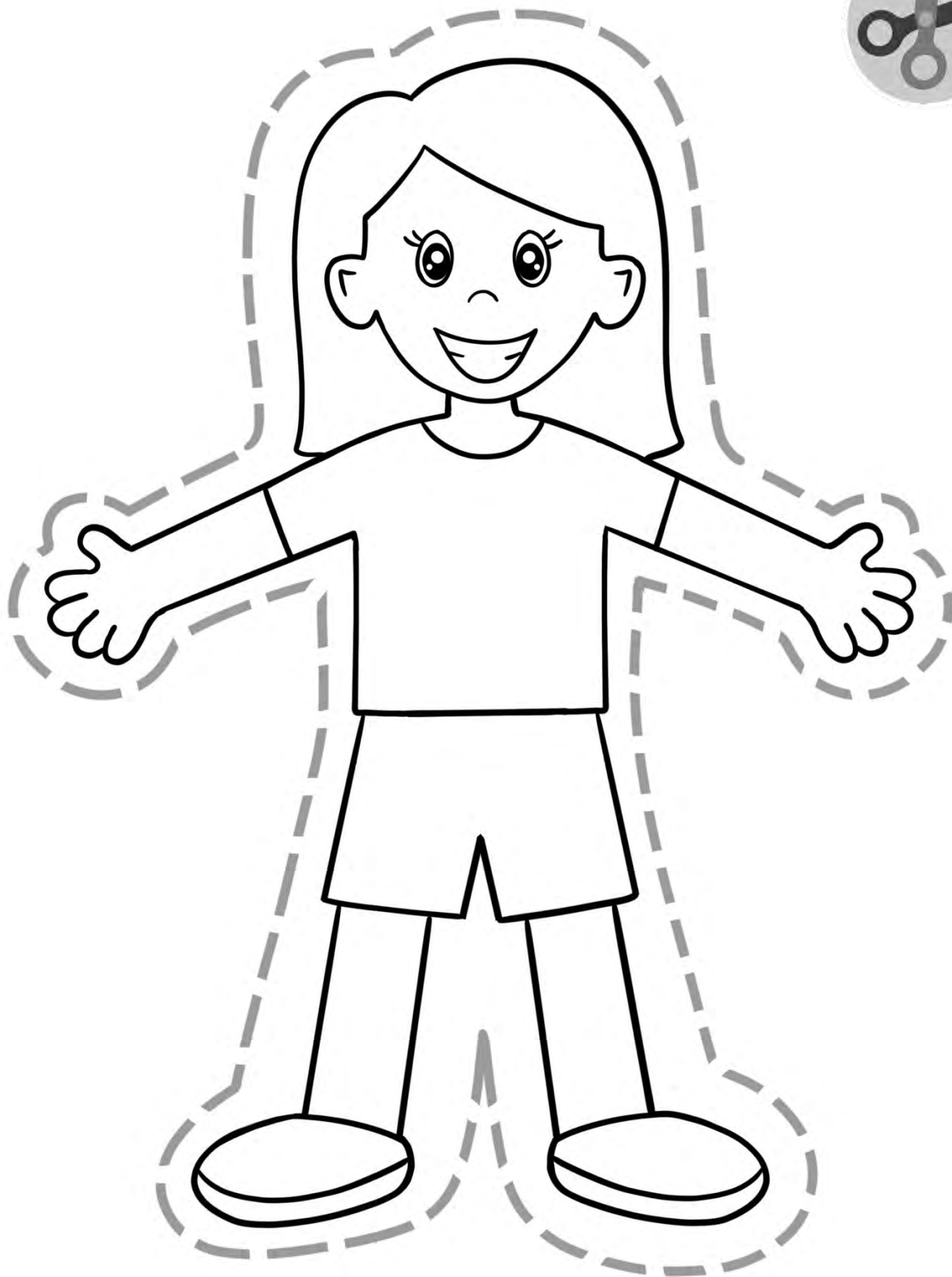


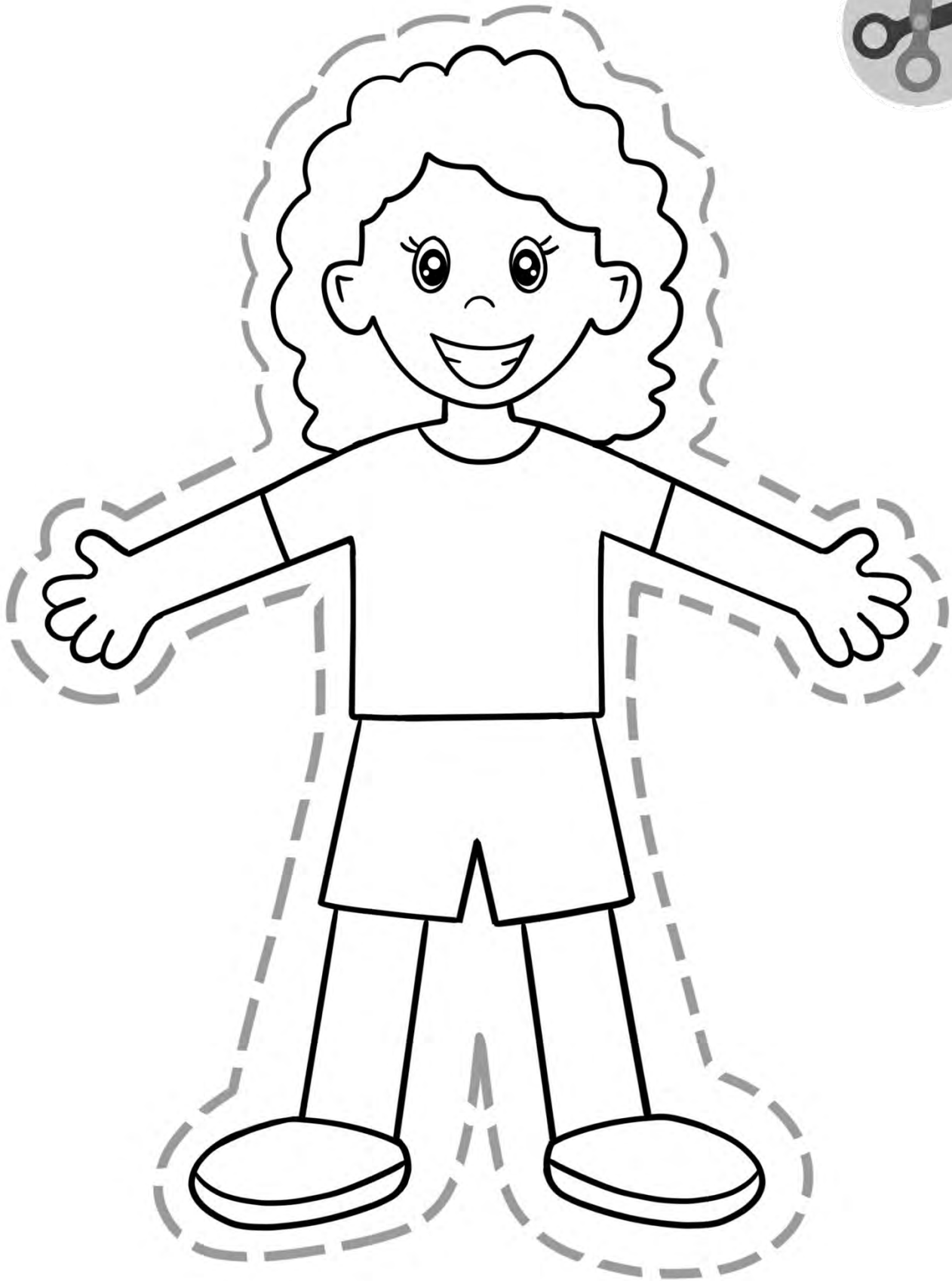
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

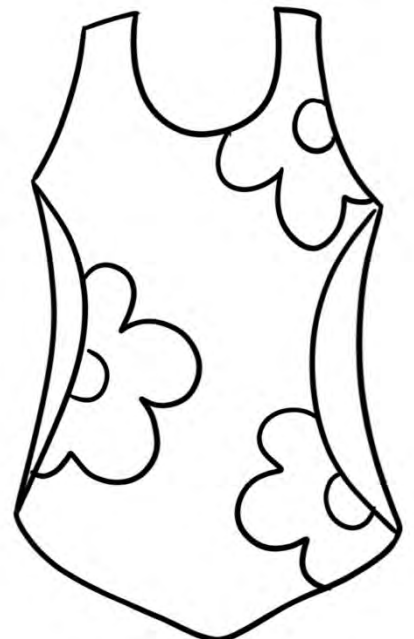
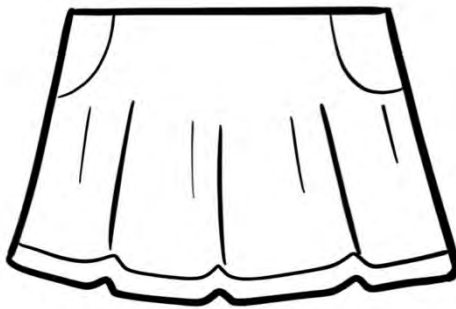
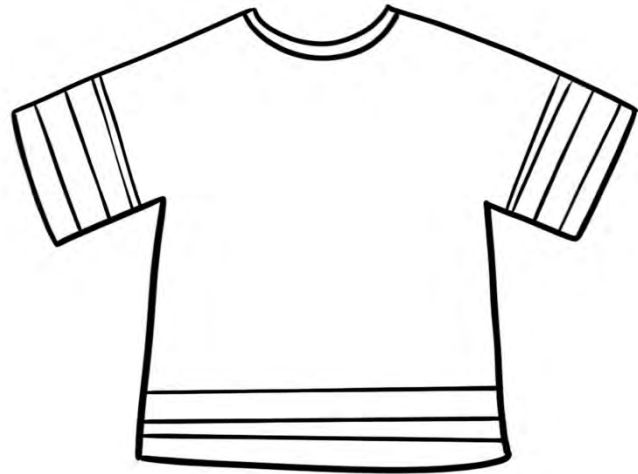


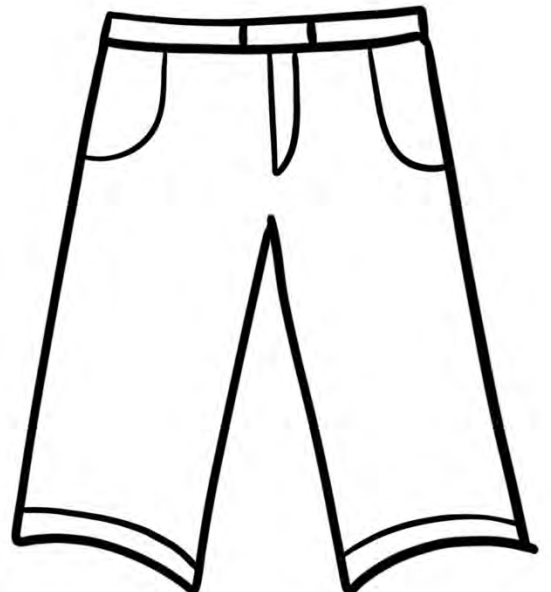
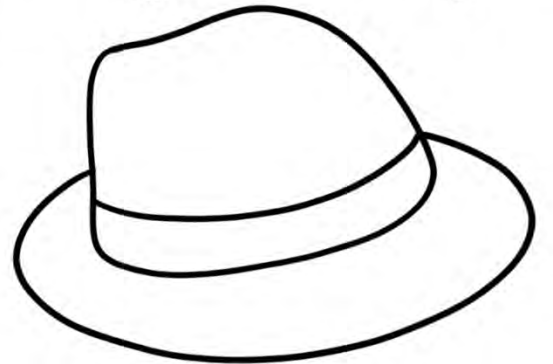
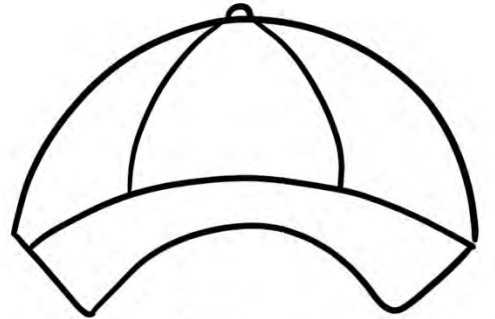




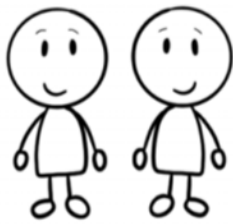








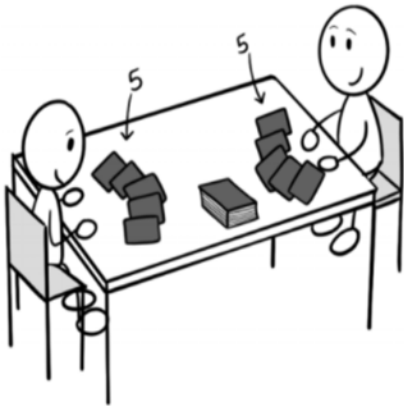
# How to Play "Go Fish"



2+ Players



Shuffle the cards



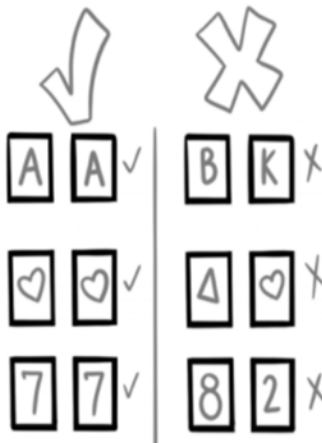
Give each player 5 cards without looking



Take turns asking your partner if they have a match for one of your cards. If they do, they have to give you their card. If they do not, they say "Go Fish!" and you take a card from the deck between you.



Look to see if you have any matching cards in your hands. If you do, take those cards out of your deck.

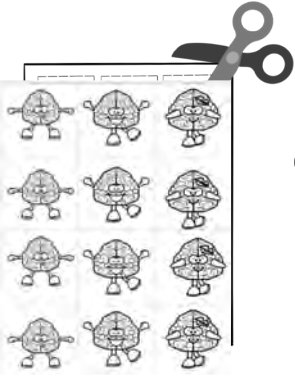


Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



Keep playing until someone runs out of cards!

# Exercise Your Brain!



Cut out the brain cards.



Add them to the pile with rest of the vocabulary cards for the week. Make sure to mix them up.

Read one card at a time.

If you land on a brain card, you need to shout out the action on the card, “stretch your brain!” or “Kiss your brain!” or “Let’s dance!”

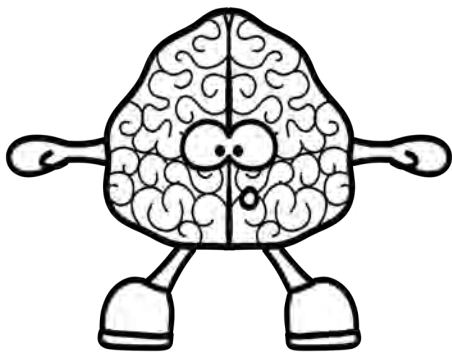


Dance!

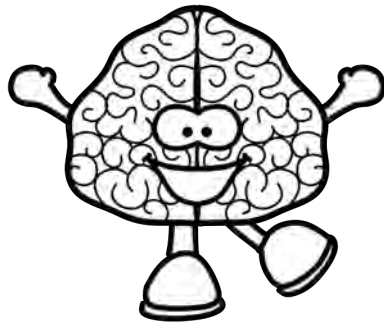


Do the action on the card before moving on to the next card in your deck.

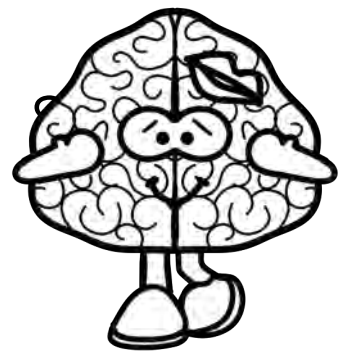
Do this until you are all out of cards!



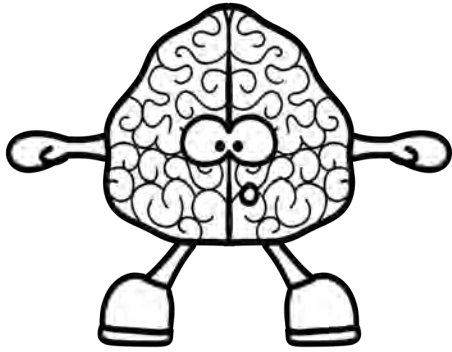
Stretch



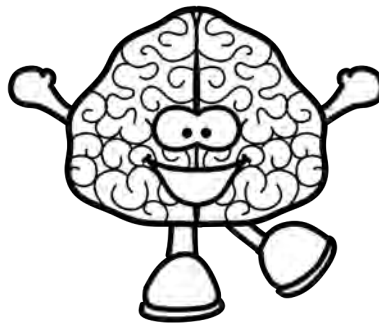
Dance!



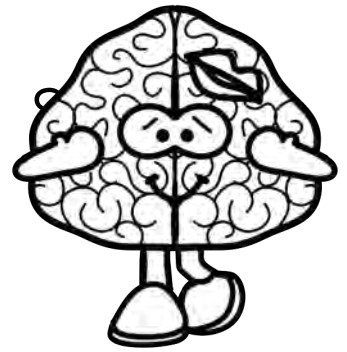
Kiss your brain!



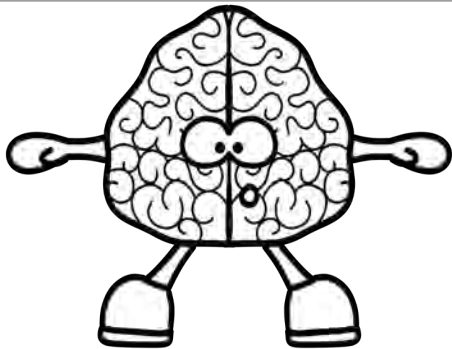
Stretch



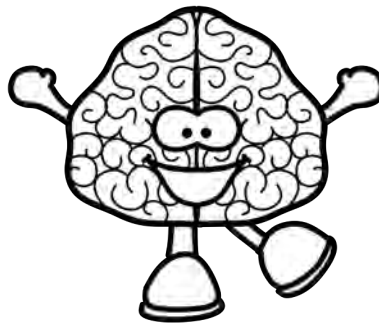
Dance!



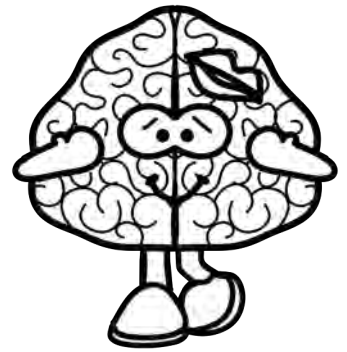
Kiss your  
brain!



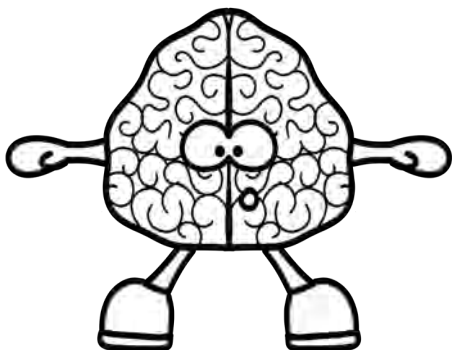
Stretch



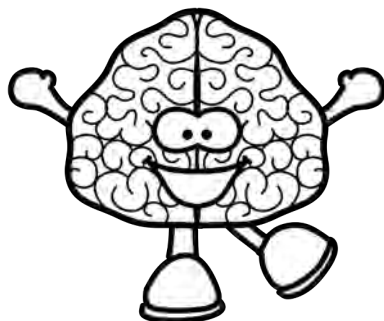
Dance!



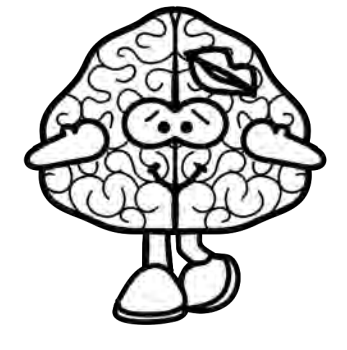
Kiss your  
brain!



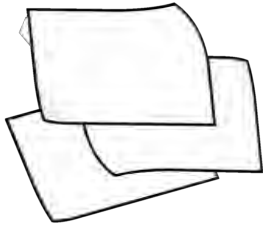
Stretch



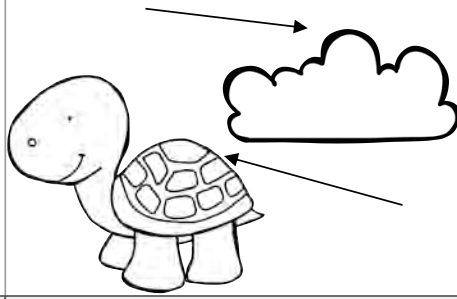
Dance!



Kiss your  
brain!



flat



rounded



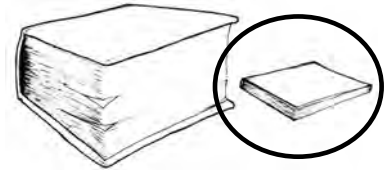
puffy



Tornado



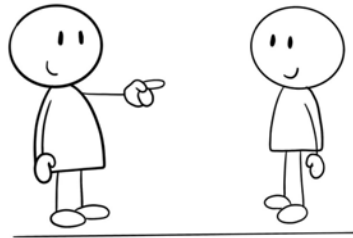
Funnel  
Cloud



thin



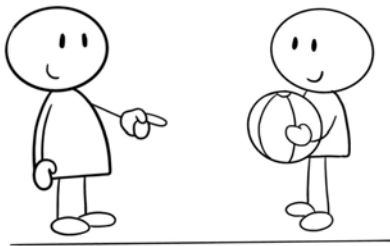
I



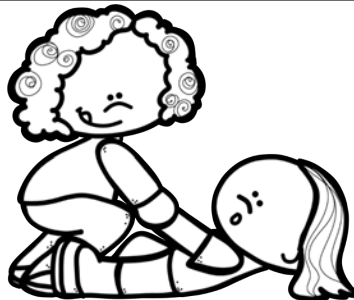
You



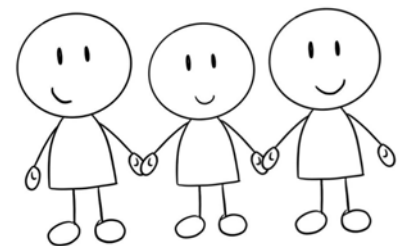
Mine



Your

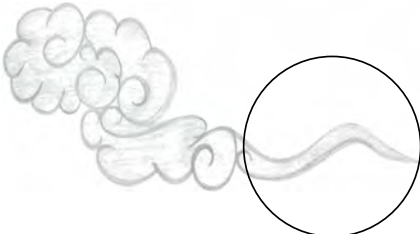

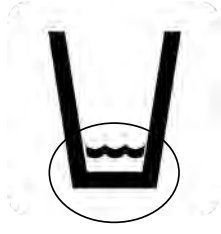
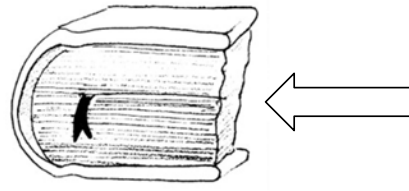



Help

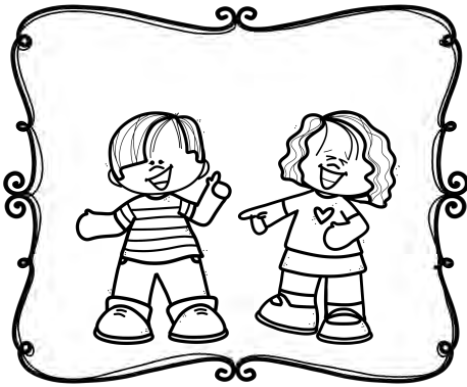


Friends



		
<p>feathery</p>	<p>high</p>	<p>low</p>
		
<p>thick</p>	<p>grey</p>	

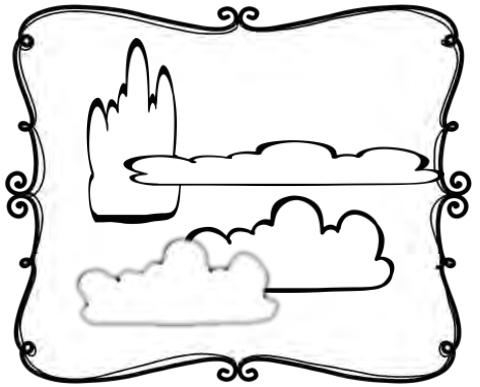
# John and Mary's Rainy Day



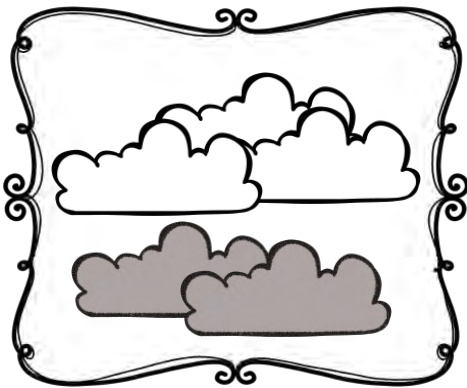
John and Mary were friends. They were always together.



John and Mary were looking at clouds. They were high up.



There were many different clouds. Some were thick. Some were thin. Some were puffy. Some were feathery.



There were grey clouds coming in. They were low in the sky.

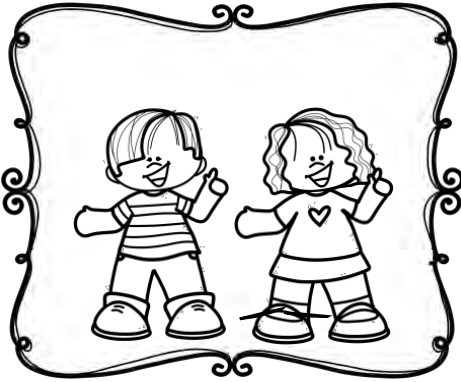


It started to rain. John and Mary decided to go home. They wanted to be safe. They did not want to be outside if there was a funnel cloud.



Mary slipped. John helped her up.

# John and Mary's Rainy Day



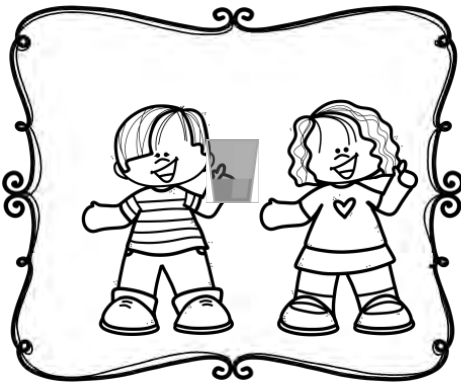
"Your shoes must have tripped you," said John.  
"Yes. These shoes of mine can come untied," Mary said.



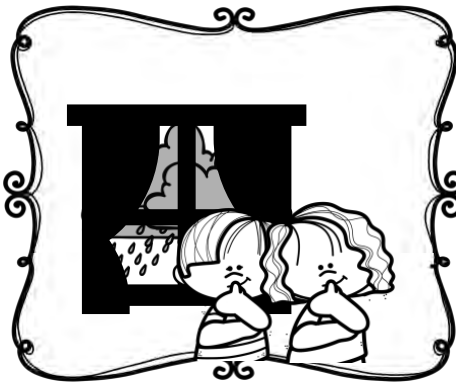
They got inside John's house.  
John asked Mary if she wanted some water.



"I would love some water," Mary said.



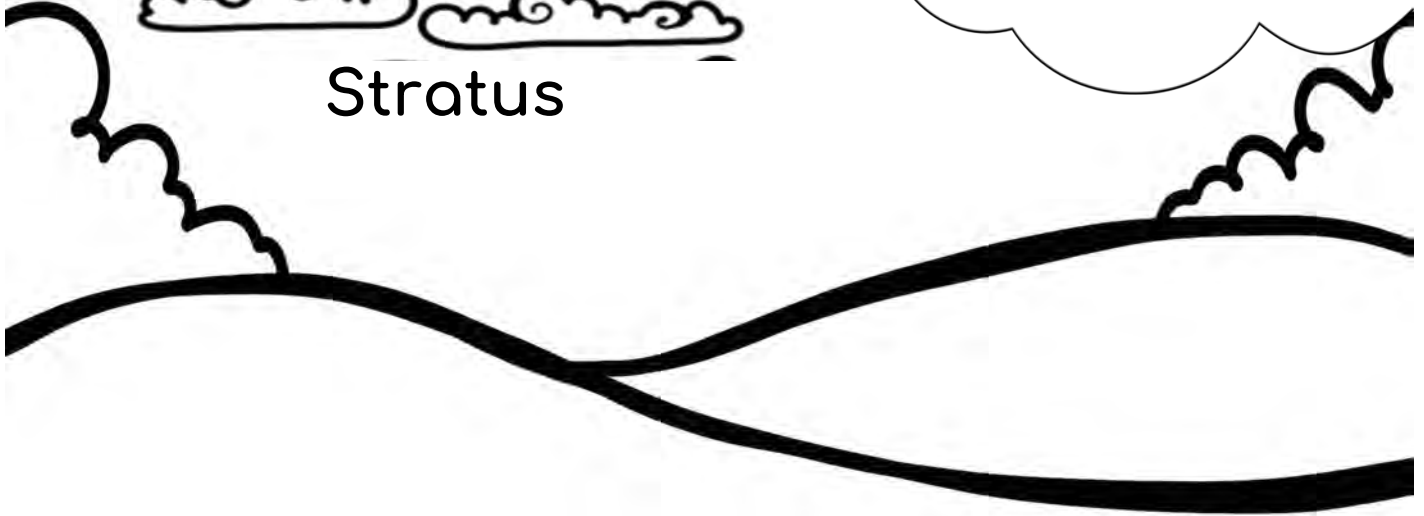
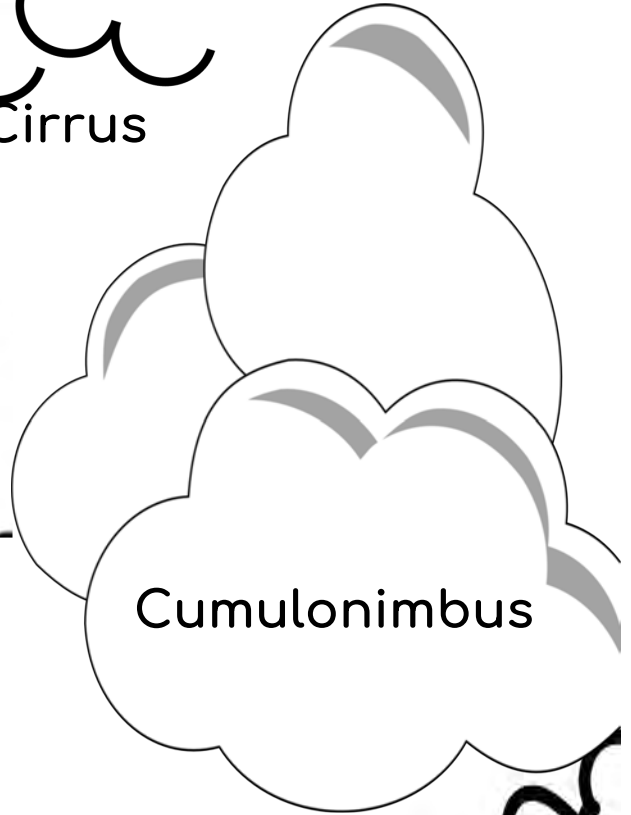
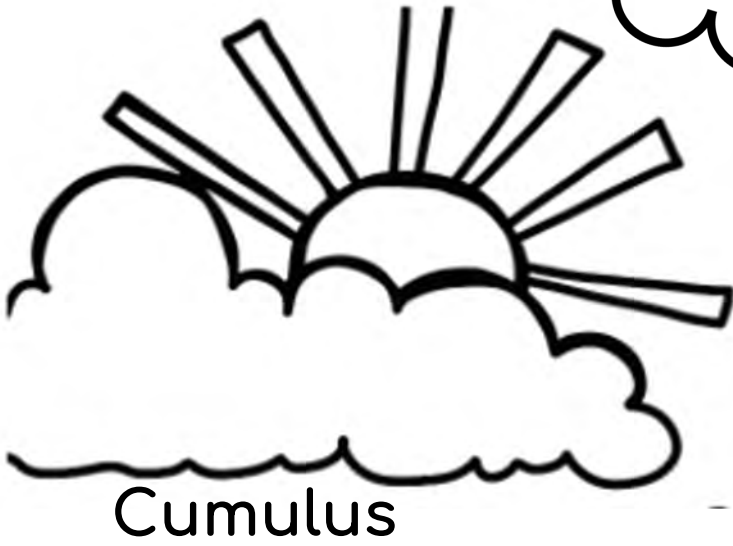
John got the water for her. "Here is the water for you," John said.


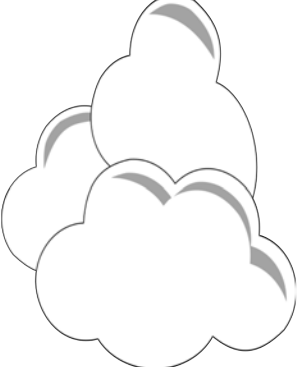






They ended the day watching the rain.

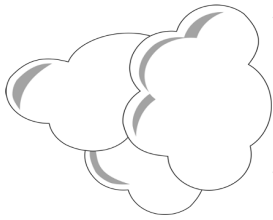



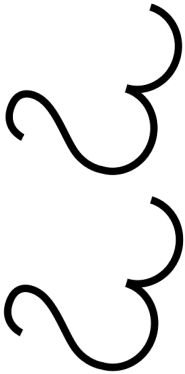
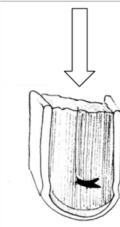



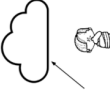



Read the story to your buddy or someone in your house.



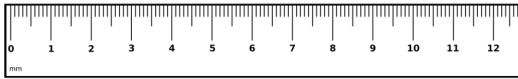


	<p>Cumulus</p>	<ul style="list-style-type: none"> <li>• Puffy</li> <li>• Can be white</li> <li>• The weather is good.</li> </ul>
	<p>Cumulonimbus</p>	<ul style="list-style-type: none"> <li>• Very high</li> <li>• Very Tall</li> <li>• Create thunder and lightening</li> </ul>
	<p>Stratus</p>	<ul style="list-style-type: none"> <li>• Close to the ground</li> <li>• gray</li> <li>• Fill the sky</li> <li>• May bring light snow or drizzle</li> </ul>
	<p>Cirrus</p>	<ul style="list-style-type: none"> <li>• Feathery</li> <li>• White</li> <li>• High in the sky</li> <li>• Thin</li> <li>• Formed by ice crystals</li> </ul>

	<h2 style="text-align: center;">Tornado</h2>	<ul style="list-style-type: none"> <li>● Touch the ground</li> <li>● High winds</li> <li>● Very dangerous</li> <li>● Can happen during or after a thunderstorm</li> </ul>
	<h2 style="text-align: center;">Funnel cloud</h2>	<ul style="list-style-type: none"> <li>● Cone Shaped</li> <li>● Low to the ground</li> <li>● Spin</li> <li>● Change quickly</li> </ul>

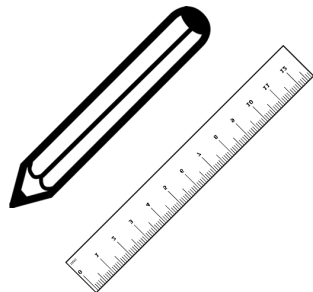
 <p>Cumulonimbus</p>	 <p>flat</p>  <p>rounded</p>  <p>puffy</p>	 <p>Cirrus</p>	<p>Cut out this middle piece. Look through the opening, up into the sky.</p> <p>Write down your observations in your journal.</p>	 <p>thick</p>  <p>grey</p>	 <p>thin</p>	 <p>feathery</p>  <p>high</p>  <p>low</p>	 <p>Stratus</p>  <p>Cumulus</p>
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ruler

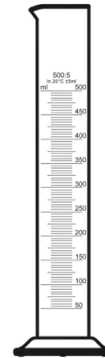


A ruler is used to measure different objects.

I can use a ruler to measure a pencil.



cylinder



A cylinder is used to measure liquids.

I can use a cylinder to measure water.





Circle the correct tool that you would use to measure the object.

1) Ruler

or cylinder



1) Ruler

or

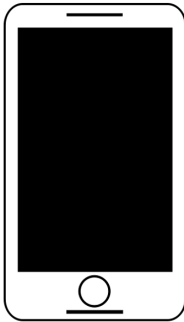
cylinder



1) Ruler

or

cylinder



Circle the correct tool that you would use to measure the object.

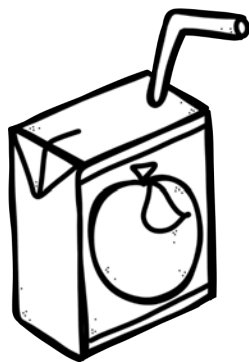
7) Ruler or cylinder



8) Ruler or cylinder



9) Ruler or cylinder

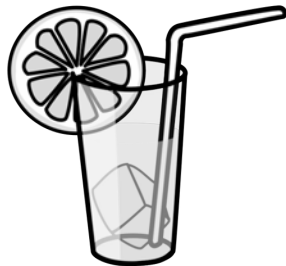


Circle the correct tool that you would use to measure the object.

4) Ruler or cylinder



5) Ruler or cylinder



6) Ruler or cylinder





- Look up in the sky.
- What clouds do you see?
- Can you describe them?
- What do you think the weather will be like?
- What do the clouds tell you?

The clouds look \_\_\_\_\_.

I think they are \_\_\_\_\_.

I think this means that the weather will be \_\_\_\_\_.

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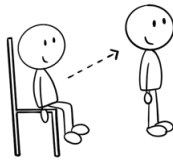

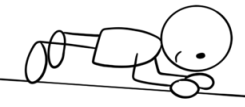
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# Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

TIC TAC TOE		
 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1 min.	 10 arm circles	 Wall sit 1 min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O

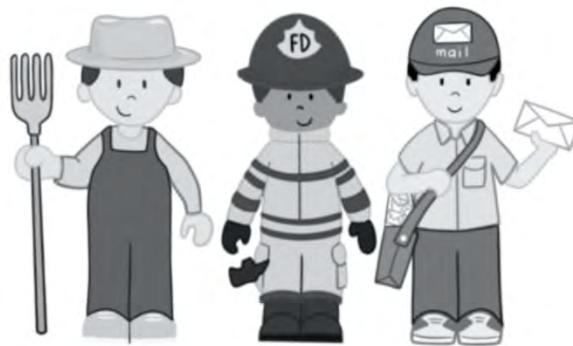


Cut the X's and O's to put them on the game if you want to.













**N** ICMEE

# Day 2

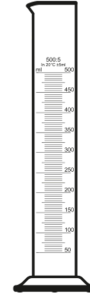
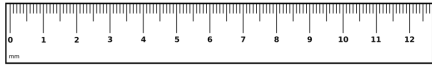


# What to do if You Hear Sirens

Read the safety steps below. Read them to your parents. Do these steps if you hear sirens.

<p><b>1</b></p>	<p>Check the day. Is it your state's testing day? Nebraska's is the first Wednesday of every month.</p>			
<p><b>2</b></p>	<p>If it is not a testing day, look for swirling clouds. Look for quick winds. Look for heavy rain. Listen for a loud noise.</p>			
<p><b>3</b></p>	<p>Check a radio. Check a smartphone. Check the TV. These things will tell you if it is time to take cover.</p>			
<p><b>4</b></p>	<p>You can take cover in a basement. You can take cover in a small room. You can take cover in a storm shelter.</p>			
<p><b>5</b></p>	<p>Stay where you are after you take cover. Do not leave until the siren stops.</p>			
<p><b>6</b></p>	<p>You can leave your spot when the storm is over. Look for bad objects when you leave.</p>			

Cut and paste the objects in the correct column.








- Look up in the sky.
- What clouds do you see?
- Can you describe them?
- What do you think the weather will be like?
- What do the clouds tell you?

The clouds look \_\_\_\_\_.

I think they are \_\_\_\_\_.

I think this means that the weather will be \_\_\_\_\_.

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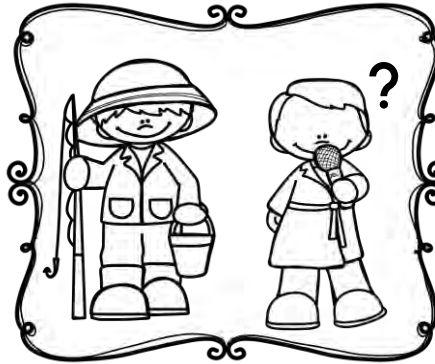
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# Water Conservation Story



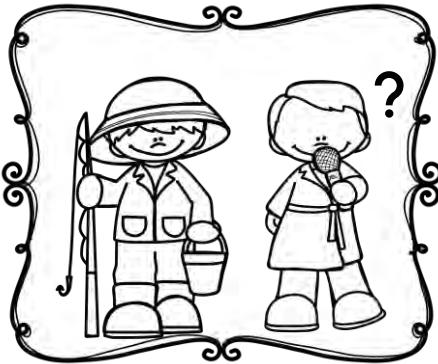
Tyler was a fisherman. Mark was a news reporter. They were talking. Mark was making news about water conservation.



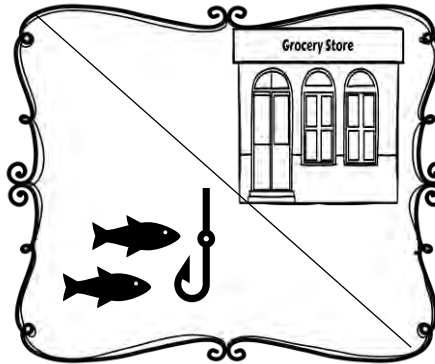
Mark asked what water conservation was.



Tyler said that water conservation meant to use as little water as possible.



Mark asked why we should conserve water.



Tyler said it saved water for other animals. Tyler catches fish. He takes them to be sold at the store. The fish need water.



Tyler said that water grows food. Wasting water causes water shortages. Then it is hard to grow food.

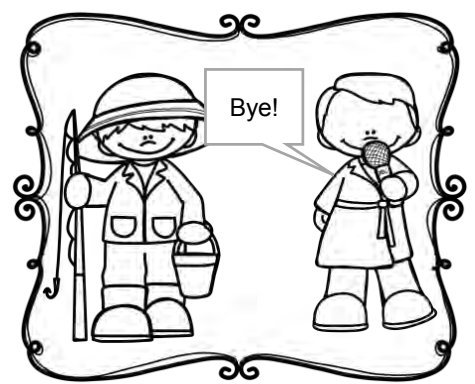
## Water Conservation Story



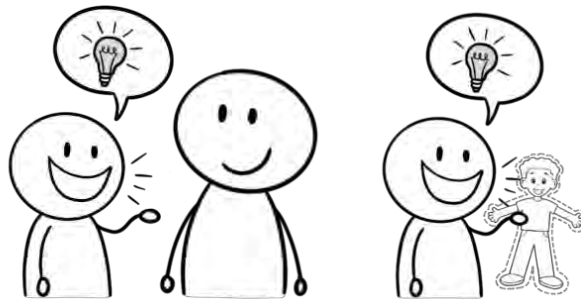
Tyler said that the earth is 71% water. He said that we can only use less than 1%! So we should not waste water.



Tyler told Mark there are many more reasons to save water. These are very important reasons.



Mark and Tyler said goodbye. Mark was going to put this on TV. Mark wanted the city to know about water conservation.



Tell your buddy or someone in your house the three reasons to conserve water.







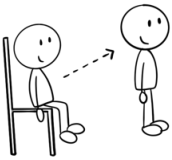

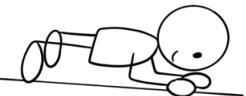
# Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

**TIC TAC TOE**

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1 min.	 10 arm circles	 Wall sit 1 min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O

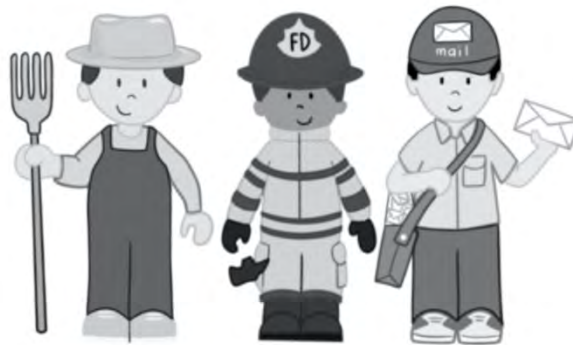


Cut the X's and O's to put them on the game if you want to.



**N** ICMEE

# Day 3

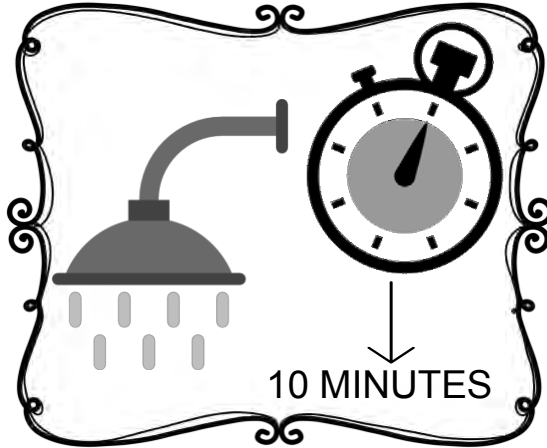


# How to Conserve Water at Home

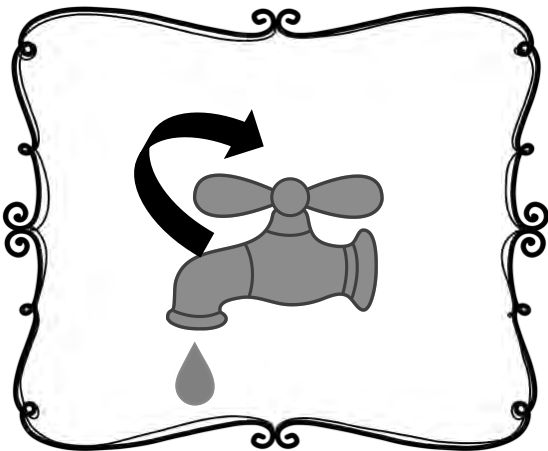
Read how to conserve water at home. Draw a “✓” next to the things you do already. Draw an “→” next to the things you will start doing.



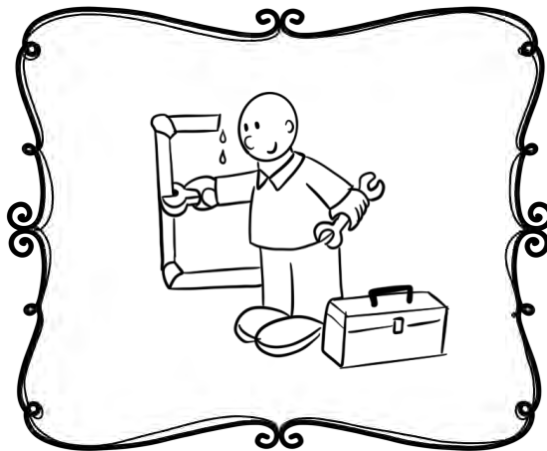
Turn off the water when you are brushing your teeth.



Limit your showers to 10 minutes.

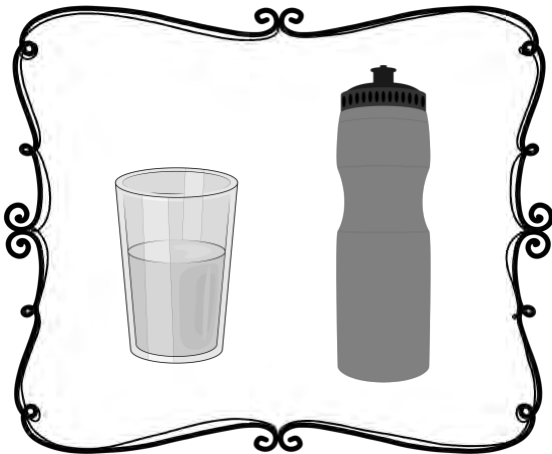


Turn off the faucets tightly!

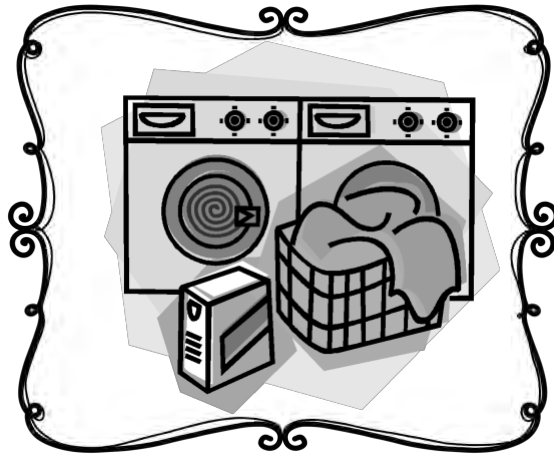


Fix leaks fast. Many can be fixed by following a guide online.

## How to Conserve Water at Home



Have a special cup/bottle to use for the day.



Try to only wash full loads of laundry.

Can you think of other ways to conserve water?



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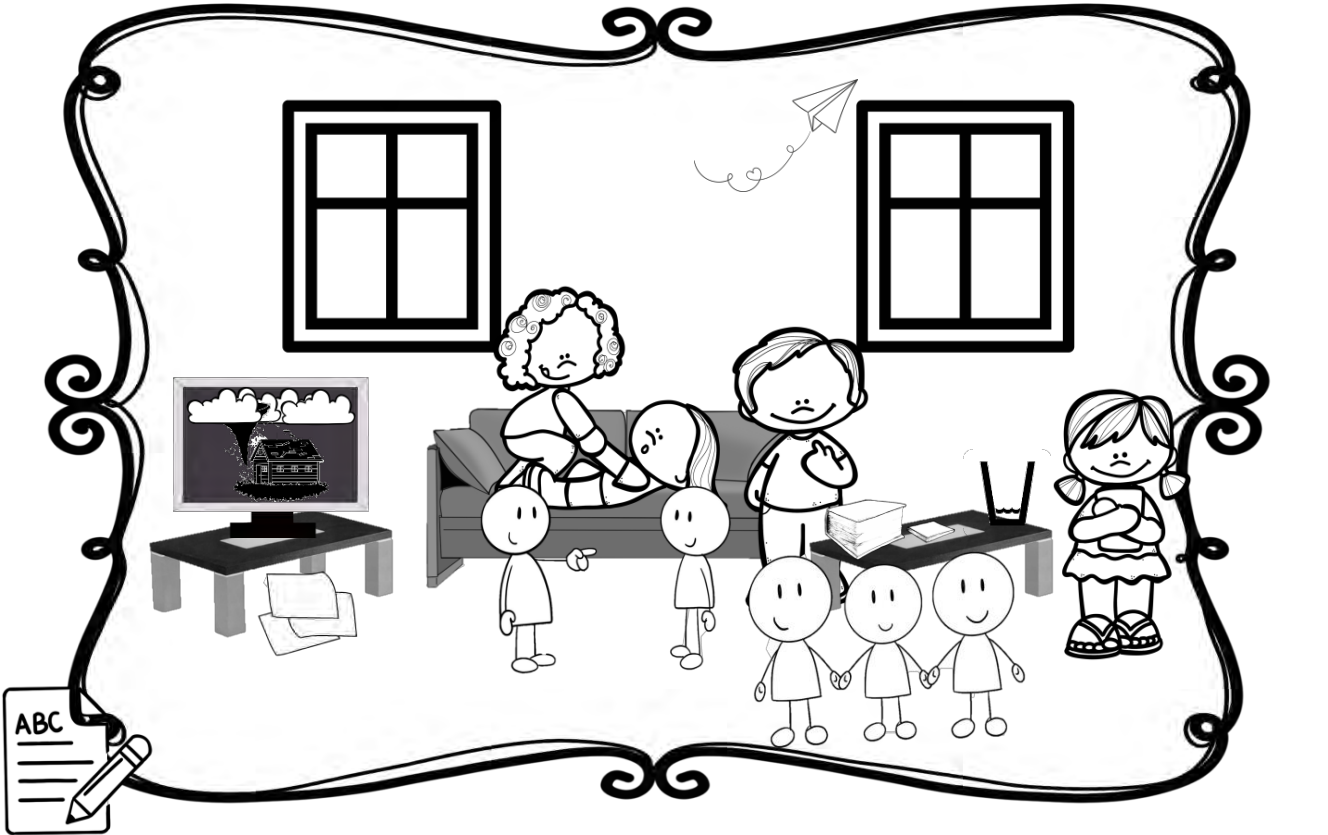
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# Write a Story!



Look at the picture below. Write a story about it. Use your vocabulary words. Use as much English as you can. Use your home language.

Flat Rounded Puffy Tornado Funnel Cloud Thin I You  
Mine Your Help Friends Feathery High Low Thick Grey



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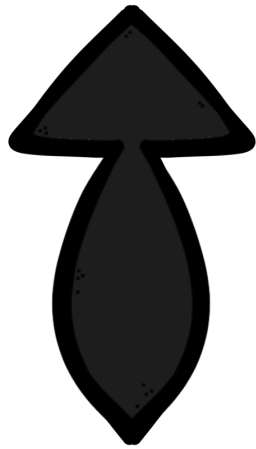
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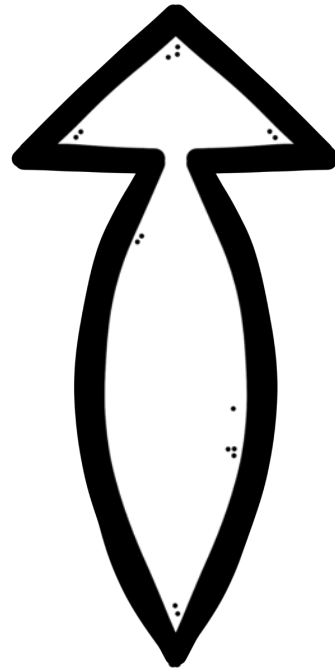
hour hand



The hour hand tells the hour of the day.

The hour hand is the little hand.

minute hand

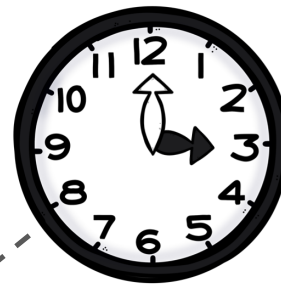


The minute hand tells you the minutes of the day.

The minute hand is the big hand.

Draw a line to match the correct time.

1) 12:00



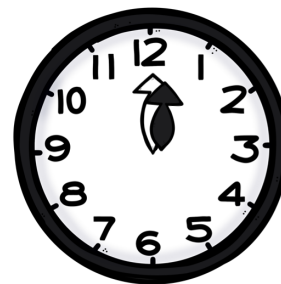
1) 2:00



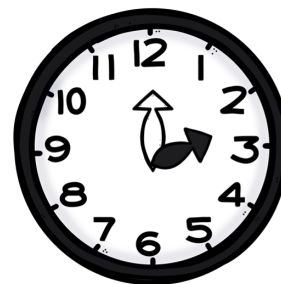
1) 3:00



1) 3:30

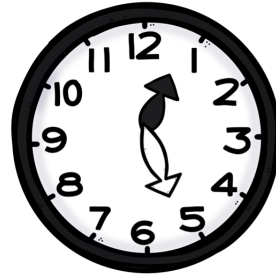


1) 07:05

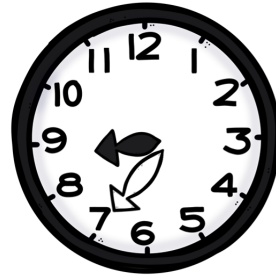


Draw a line to match the correct time.

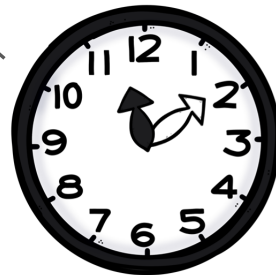
6) 11:10



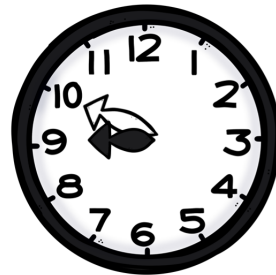
7) 10:40



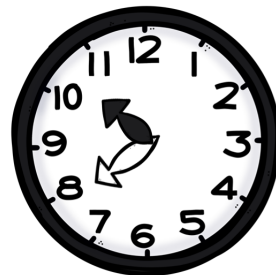
8) 12:25



9) 8:35



10) 9:50





- Look up in the sky.
- What clouds do you see?
- Can you describe them?
- What do you think the weather will be like?
- What do the clouds tell you?

The clouds look \_\_\_\_\_.

I think they are \_\_\_\_\_.

I think this means that the weather will be \_\_\_\_\_.

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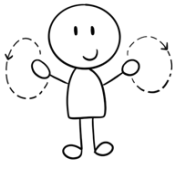

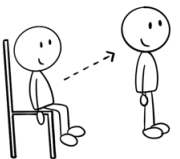

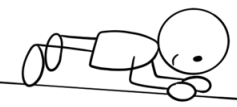
# Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

**TIC TAC TOE**

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1min.	 10 arm circles	 Wall sit 1min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O

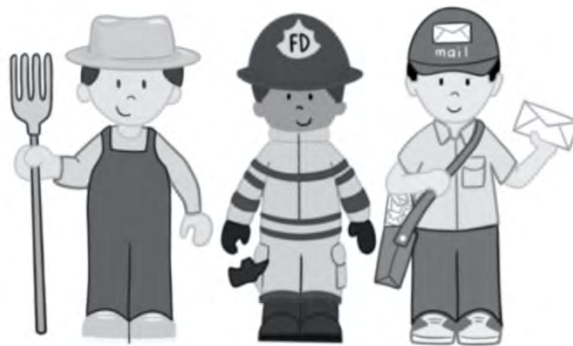


Cut the X's and O's to put them on the game if you want to.



**N** ICMEE

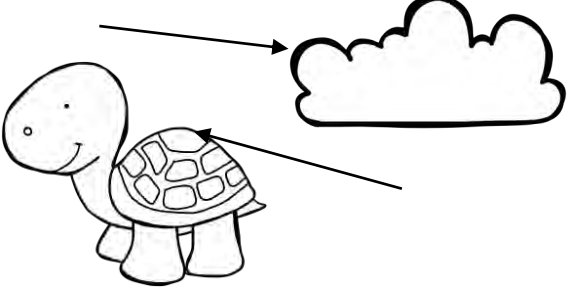

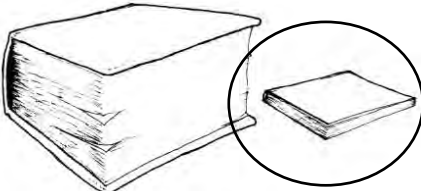

# Day 4

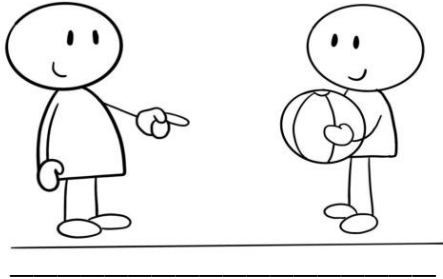

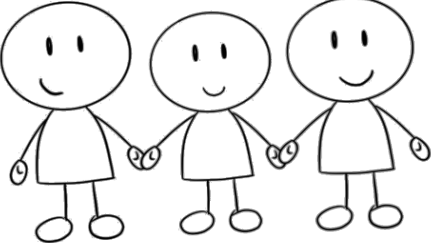

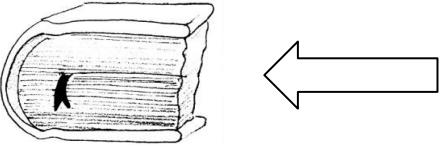
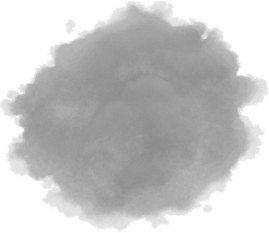


# Something is Missing!



Draw the picture for the missing word OR write the missing word.

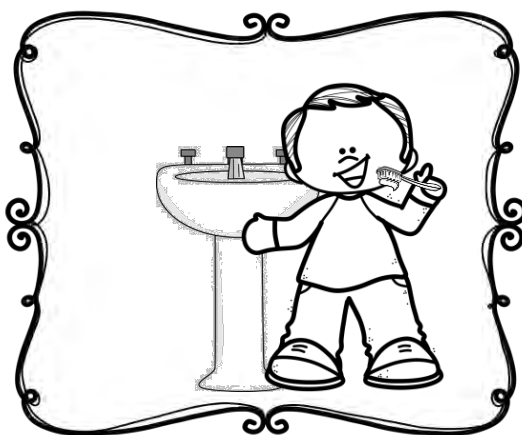
<p>Flat</p>	 <p>_____</p>
 <p>_____</p>	<p>Tornado</p>
<p>Funnel Cloud</p>	 <p>_____</p>
 <p>_____</p>	<p>You</p>

<p>Mine</p>	
	<p>Help</p>
	<p>Feathery</p>
<p>High</p>	
	



## Help Tuck Conserve Water

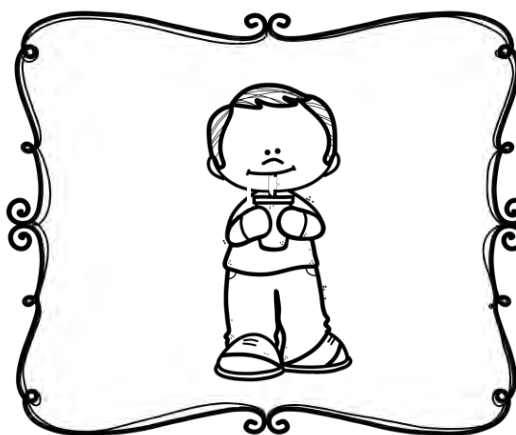
Tuck is at home. He needs your help to conserve water! Tell Tuck what to do in each box by circling yes or no.



Tuck is going to brush his teeth.

Should he turn off the water?

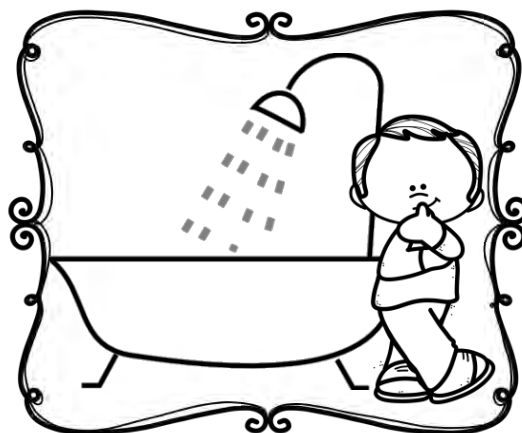
Yes/No



Tuck finished a glass of water. He wants more.

Should he get a new cup?

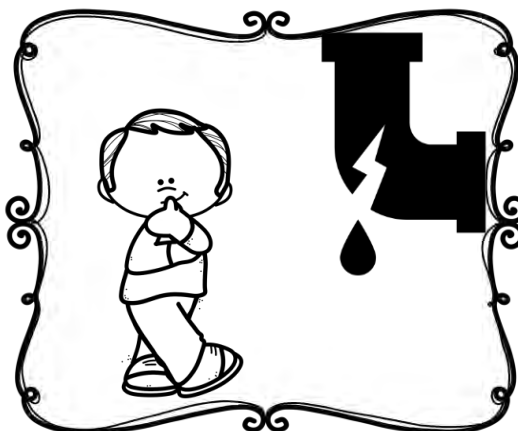
Yes/No



Tuck is going to take a shower.

Should he take one for 10 minutes or less?

Yes/No



Tuck found a leak.

Should he tell his parents?

Yes/No

# Help Tuck Conserve Water

Tuck is at home. He needs your help to conserve water! Tell Tuck what to do in each box by circling yes or no.



Tuck has 1 dirty shirt.

Should he wash it  
alone?  
Yes/No



Tuck notices the faucet  
is still going.

Should he let it go?  
Yes/No

**Do 1 water saving  
thing today!** Tell your  
buddy what you are  
going to do.







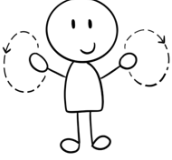

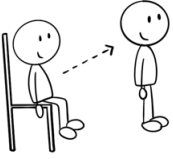

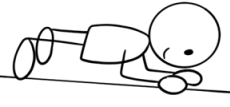
# Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

**TIC TAC TOE**

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1min.	 10 arm circles	 Wall sit 1min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O



Cut the X's and O's to put them on the game if you want to.



**N** ICMEE

# Day 5





- Look up in the sky.
- What clouds do you see?
- Can you describe them?
- What do you think the weather will be like?
- What do the clouds tell you?

The clouds look \_\_\_\_\_.

I think they are \_\_\_\_\_.

I think this means that the weather will be \_\_\_\_\_.

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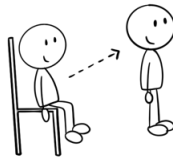


# Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

**TIC TAC TOE**

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1min.	 10 arm circles	 Wall sit 1min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O



Cut the X's and O's to put them on the game if you want to.

# A Summer Poem!



Write a summer poem with as much English as you can. **You can use your own language.** Use the first letter to start your sentence. Use your vocab. Read the example below.

C

oming together as friends to look

O

ut at the feathery, puffy, rounded, and thick clouds

M

akes the day in my book.

M

any things can seem like grey funnel clouds

U

ntil we realize we are all in this together.

N

othing makes community like helping eachother out.

I

love to see all

T

he different clouds with

Y

ou, looking up at them up high and tall!

## Word Bank

Flat

~~Rounded~~

~~Puffy~~

Tornado

~~Funnel Cloud~~

~~Thin~~

~~I~~

~~You~~

Mine

Your

~~Help~~

~~Friends~~

~~Feathery~~

~~High~~

~~Low~~

~~Thick~~

~~Grey~~

# A Summer Poem!



Write a summer poem with as much English as you can. **You can use your own language.** Use the first letter to start your sentence. Use your vocab. Read the example below.

C \_\_\_\_\_  
O \_\_\_\_\_  
M \_\_\_\_\_  
M \_\_\_\_\_  
U \_\_\_\_\_  
N \_\_\_\_\_  
T \_\_\_\_\_  
T \_\_\_\_\_  
Y \_\_\_\_\_

## Word Bank

- Flat
- Rounded
- Puffy
- Tornado
- Funnel Cloud
- Thin
- I
- You
- Mine
- Your
- Help
- Friends
- Feathery
- High
- Low
- Thick
- Grey